

College and Career Readiness Standards for Reading,
Writing, and Speaking and Listening

Draft for Review and Comment

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College and Career Readiness Standards for Reading, Writing, and Speaking and Listening

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Core Standards for Reading, Writing, and Speaking and Listening

The Core Standards identify essential college- and career-ready skills and knowledge in reading, writing, and speaking and listening across the disciplines. While the English language arts classroom has often been seen as the proper site for literacy instruction, this document acknowledges that the responsibility for teaching such skills must also extend to the other content areas. Teachers in the social and natural sciences, the humanities, and mathematics need to use their content area expertise to help students acquire the discipline-specific skills necessary to comprehend challenging texts and develop deep knowledge in those fields. At the same time, English language arts teachers not only must engage their students in a rich array of literature but also must help develop their students' ability to read complex works of nonfiction independently.

What is taught is just as important as how it is taught; the Core Standards should be accompanied by a comprehensive, content-rich curriculum. While this document defines the outcomes all students need to reach to be college and career ready, many important decisions about curriculum will necessarily be left to states, districts, schools, teachers, professional organizations, and parents. For example, while the standards require that students read texts of sufficient complexity, quality, and range, this document does not contain a required reading list. If states and districts choose to develop one, they should look at the Reading exemplars provided here to get a sense of the level of complexity students must be able to handle independently when they read. Educators can also model their efforts on reading lists from around the nation and the world as long as the texts ultimately included meet the range and content standards in this document.

Standards today must ready students for competition and collaboration in a global, media-saturated environment. Colleges and universities have become international meetinghouses where people from across the globe learn with and from one another. At the same time, business today is truly a worldwide enterprise. Media-related technology helps shape what goes on in both college and the workplace; indeed, it has in some important ways reshaped the very nature of communication. Students who meet the Core Standards will have the reading, writing, speaking, and listening skills to flourish in the diverse, rapidly changing environments of college and careers.

Although reading, writing, and speaking and listening are articulated separately in the standards that follow, these divisions are made for the sake of clarity and manageability. In reality, the processes of communication are tightly interrelated and often reciprocal. The act of reading can no more be separated from the written word than the act of listening can be from the spoken word. When reading, students demonstrate their comprehension most commonly through a spoken or written interpretation of the text. As students solve problems, share insights, and build the

knowledge they need for college and career success, they draw simultaneously on their capacities to read, write, speak, and listen.

Student Practices in Reading, Writing, and Speaking and Listening

The following practices in reading, writing, and speaking and listening undergird and help unify the rest of the standards document. They are the “premises”—broad statements about the nature of college and career readiness in reading, writing, and speaking and listening—that underlie the individual standards statements and cut across the various sections of the document. Every idea introduced here is subsequently represented in one or more places within the larger document.

* * *

Students who are college and career ready exhibit the following capacities in their reading, writing, and speaking and listening:

1. *They demonstrate independence as readers, writers, speakers, and listeners.*

Students can, without significant scaffolding or support, comprehend and evaluate complex text across a range of types and disciplines, and they can construct effective arguments and clearly convey intricate or multifaceted information. Likewise, students are independently able to discern a speaker’s key points as well as ask questions and articulate their own ideas.

2. *They build strong content knowledge.*

Students build a base of knowledge across a wide range of subject matter by engaging with works of quality and substance. They demonstrate their ability to become proficient in new areas through research and study. They read purposefully and listen attentively to gain both general knowledge and the specific in-depth expertise needed to comprehend subject matter and solve problems in different fields. They refine their knowledge and share it through substantive writing and speaking.

3. *They respond to the varying demands of audience, task, purpose, and discipline.*

Students consider their reading, writing, and speaking and listening in relation to the contextual factors of audience, task, purpose, and discipline. They appreciate nuances, such as how the composition and familiarity of the audience should affect tone. They also know that different disciplines call for different types of evidence (e.g., documentary evidence in history, experimental evidence in the natural sciences).

4. *They comprehend as well as critique.*

Students are engaged and open-minded—but skeptical—readers and listeners. They work diligently to understand precisely what an author or speaker is

saying, but they also question an author's or speaker's assumptions and assess the veracity of claims.

5. *They privilege evidence.*

Students cite specific textual evidence when offering an oral or written interpretation of a piece of writing. They use relevant evidence when supporting their own points in writing and speaking, making their reasoning clear to the reader or listener, and they constructively evaluate others' use of evidence.

6. *They care about precision.*

Students are mindful of the impact of specific words and details, and they consider what would be achieved by different choices. Students pay especially close attention when precision matters most, such as in the case of reviewing significant data, making important distinctions, or analyzing a key moment in the action of a play or novel.

7. *They craft and look for structure.*

Students attend to structure when organizing their own writing and speaking as well as when seeking to understand the work of others. They understand and make use of the ways of presenting information typical of different disciplines. They observe, for example, how authors of literary works craft the structure to unfold events and depict the setting.

8. *They use technology strategically and capably.*

Students employ technology thoughtfully to enhance their reading, writing, speaking, and listening. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals.

Introductory Evidence Statement for Reading, Writing, and Speaking and Listening Standards

To develop college- and career-ready standards for Reading, Writing, and Speaking and Listening that are rigorous, relevant, and internationally benchmarked, the work group consulted evidence from a wide array of sources. These included standards documents from high-performing states and nations; student performance data (including assessment scores and college grades); academic research; frameworks for assessments, such as NAEP; and results of surveys of postsecondary instructors and employers regarding what is most important for college and career readiness.

The evidence strongly suggests that similar reading, writing, speaking, and listening skills are necessary for success in both college and the workplace. A review of the standards of high-performing nations also suggests that many of these skills are already required in secondary schools internationally. The work group has endeavored to articulate these skills in the Core Standards, focusing educators, students, parents, and resources on what matters most.

Given that a set of standards cannot be simplistically “derived” from any body of evidence, the work group sometimes relied on reasoned judgment to interpret where the evidence was most compelling. For example, there is not a consensus among college faculty about the need for incoming students to be able to comprehend graphs, charts, and tables and to integrate information in these data displays with the information in the accompanying text. Although some evidence suggests that this skill is critical in the workplace and in some entry-level courses, college faculties from the various disciplines disagree on its value (with science and economics faculty rating it more highly than English and humanities professors do). The work group ultimately included a standard on the integration of text and data because the preponderance of the evidence suggests the skill’s importance in meeting the demands of the twenty-first-century workplace and some college classrooms.

In most cases, the evidence is clearer. In writing, for example, there is unequivocal value placed on the logical progression of ideas. The expectation that high school graduates will be able to produce writing that is logical and coherent is found throughout the standards of top-performing countries and states. This ability is also valued highly by college faculty and employers. In response to such clear evidence, the work group included Writing student performance standard #5: “Create a logical progression of ideas or events, and convey the relationships among them.”

A bibliography of some of the sources the work group drew upon most is included at the end of this document. The reader should also refer to the Core Standards Web site (<http://www.corestandards.org>), which contains a list of standards linked to relevant sources of evidence.

Finally, while the standards reflect the best evidence available to date, the decisions the work group made are necessarily provisional. The core should be reexamined periodically as additional research on college and career readiness emerges. Indeed, this document may serve as an agenda for such research.

How to Read the Document

This document is divided into three main sections: strands, applications, and supporting materials.

Strands

There are three *strands*: Reading, Writing, and Speaking and Listening. Although each strand is presented discretely for ease of understanding, the document should be considered a coherent whole.

The three strands are each in turn divided into two sections: *Standards for Range and Content* and *Standards for Student Performance*.

Standards for Range and Content

The Standards for Range and Content in each strand describe the contexts in which college- and career-ready students must be able to read, write, speak, and listen. Rather than merely supplement or illustrate the numbered list of Standards for Student Performance, the Standards for Range and Content are themselves required and carry equal force.

Standards for Student Performance

The Standards for Student Performance in each strand enumerate the essential skills and understandings that students who are college and career ready in reading, writing, speaking, and listening must have no later than the end of high school.

Applications

The clearest examples of the integrated nature of communication are the *Applications of the Core* for Research and Media. The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks, such as research and media. Rather than having an additional set of standards that would largely duplicate those already in Reading, Writing, and Speaking and Listening, the document includes the Research and Media applications that draw upon standards already in those strands. This both reaffirms the centrality of the core processes of reading, writing, speaking, and listening and shows how those processes can be combined and extended to describe key communicative acts in the classroom and workplace.

In the Research and Media applications, specific Reading, Writing, and Speaking and Listening standards are identified with a letter or letters corresponding to the relevant strand (R for Reading, W for Writing, and S&L for Speaking and Listening) and a number or letter corresponding to the statement within that strand. For example, R-14 refers to the fourteenth statement in the Standards for Student

Performance in Reading, and W-A refers to the first statement of the Standards for Range and Content in Writing.

Supporting Materials: Reading and Writing Exemplars

Reading and Writing exemplars, and their accompanying annotations, are used to lend further specificity to the standards.

Reading Exemplars

The Reading exemplars, representing a range of subject areas, time periods, cultures, and formats, illustrate the level of text complexity students ready for college and careers must be able to handle on their own. The exemplars are mostly excerpts or representations of larger works. To be truly college and career ready, students must be able to handle full texts—poems, short stories, novels, technical manuals, research reports, and the like. Annotations accompanying the exemplars explain how each text meets the criterion of high text complexity. The annotations also provide brief performance examples that further clarify the meaning and application of the standards.

Writing Exemplars - Coming in the next draft

~~The Writing exemplars are authentic samples of student writing created across the nation under a variety of conditions and for a variety of purposes and audiences. Annotations accompanying the exemplars indicate how these samples meet the Standards for Student Performance in Writing.~~

Core Standards for Reading Informational and Literary Texts

Standards for the Range and Content of Student Reading

- A. **Complexity:** A crucial factor in readiness for college and careers is students' ability to comprehend complex texts independently. In college and careers, students will need to read texts characterized by demanding vocabulary, subtle relationships among ideas or characters, a nuanced rhetorical style and tone, and elaborate structures or formats. These challenging texts require the reader's close attention and often demand rereading in order to be fully understood.
- B. **Quality:** The literary and informational texts chosen for study should be rich in content and in a variety of disciplines. All students should have access to and grapple with works of exceptional craft and thought both for the insights those works offer and as models for students' own thinking and writing. These texts should include classic works that have broad resonance and are alluded to and quoted often, such as influential political documents, foundational literary works, and seminal historical and scientific texts. Texts should also be selected from among the best contemporary fiction and nonfiction and from a diverse range of authors and perspectives.
- C. **Vocabulary:** To be college and career ready, students must encounter and master a rich vocabulary. Complex texts often use challenging words, phrases, and terms that students typically do not encounter in their daily lives. Specific disciplines and careers have vocabularies of their own. Attentive reading of sophisticated works in a wide range of fields, combined with close attention to vocabulary, is essential to building comprehension and knowledge.
- D. **Range:** Students must be able to read a variety of literature, informational texts, and multimedia sources in order to gain the knowledge base they need for college and career readiness.

Literature: Literature enables students to access through imagination a wide range of experiences. By immersing themselves in literature, students enlarge their experiences and deepen their understanding of their own and other cultures. Careful reading of literature entails attentiveness to craft and details of design, which has broad value for students' work in college and career environments.

Informational Text: Because most college and workplace reading is nonfiction, students need to hone their ability to acquire knowledge from informational texts. Workplace and discipline-specific reading will often require students to demonstrate persistence as they encounter a large amount of unfamiliar and often technical vocabulary and concepts. Students must demonstrate facility with the features of texts particular to a variety of disciplines, such as history, science, and mathematics.

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects.

- E. **Quantity:** Students must have the capacity to handle independently the quantity of reading material, both in print and online, required in college and workforce training. Studies show that the amount of reading students face in high school is often far lower than that required for typical first-year college courses. Students need to be able to perform a close reading of a much higher volume of texts and to sort efficiently through large amounts of print and online information in search of specific facts or ideas.

Note: *The essential role of independence in college and career readiness:* The significant scaffolding that often accompanies reading in high school usually disappears in college and workforce training environments. Students must therefore have developed their ability to read texts of sufficient complexity, quality, and range on their own. To become independent, students must encounter unfamiliar texts presented without supporting materials.

Core Standards for Reading Informational and Literary Texts

Standards for Student Performance

1. Determine both what the text says explicitly and what can be inferred logically from the text.
2. Support or challenge assertions about the text by citing evidence in the text explicitly and accurately.
3. Discern the most important ideas, events, or information, and summarize them accurately and concisely.
4. Delineate the main ideas or themes in the text and the details that elaborate and support them.
5. ~~Determine when, where, and why events unfold~~ in the text, and explain how they relate to one another.
6. ~~Analyze the traits, motivations, and thoughts of individuals~~ in fiction and nonfiction based on how they are described, what they say and do, and how they interact.
7. Determine what is meant by words and phrases in context, including connotative meanings and figurative language.
8. Analyze how specific word choices shape the meaning and tone of the text.
9. Analyze how the text's organizational structure presents the argument, explanation, or narrative.
10. Analyze how specific details and larger portions of the text contribute to the meaning of the text.
11. Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension.
12. Extract key information efficiently in print and online using text features and search techniques.
13. Ascertain the origin, credibility, and accuracy of print and online sources.
14. Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient.
15. Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes.
16. Draw upon relevant prior knowledge to enhance comprehension, and note when the text expands on or challenges that knowledge.
17. Apply knowledge and concepts gained through reading to build a more coherent understanding of a subject, inform reading of additional texts, and solve problems.
18. Demonstrate facility with the specific reading demands of texts drawn from different disciplines, including history, literature, science, and mathematics.

Note: *These Standards for Student Performance, as is the case for every strand, must be demonstrated across the range and content from the preceding page. They are meant to apply to fiction and nonfiction. For example:*

- ~~"Determine when, where, and why events unfold"~~ applies to plot and setting in literature as well as the sequence of a scientific procedure.
- ~~"Analyze the traits, motivations, and thoughts of individuals"~~ applies to studying characters in fiction and figures in historical texts.

Core Standards for Writing

Standards for the Range and Content of Student Writing

A. Purpose:

Make an Argument: While many high school students have experience presenting their opinions, they need to be able to make arguments supported by evidence in order to be ready for careers and college. Students must be able to frame the debate over a claim, present the reasoning and evidence for the argument, and acknowledge and address its limitations. In some cases, students will make arguments to gain entry to college or to obtain a job, laying out their qualifications or experience. In college, students might defend an interpretation of a work of literature or of history; in the workplace, employees might write to recommend a course of action.

Inform or Explain: In college and in workforce training, writing is a key means for students to show what they know and to share what they have seen. Writing to inform or explain often requires students to integrate complex information from multiple sources in a lucid fashion. Explanations can take the form of laying out facts about a new technology or documenting findings from historical research; well-crafted explanations often make fresh connections and express ideas creatively.

- B. **Audience:** Students must adapt their writing so that it is appropriate to the audience by choosing words, information, structures, and formats that conform to the conventions of the discipline in which they are writing. The form and use of evidence in literary analysis, for example, are likely to be quite different from those in geology or business. Students must also be able to consider their audience's background knowledge and potential objections to an argument.

C. Situation:

On-demand Writing: Students must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline. College and career readiness requires that students be able to write effectively to a prompt on an exam or respond quickly yet thoughtfully to a supervisor's urgent request for information.

Writing over Time: Students must be able to revisit and make improvements to a piece of their writing over multiple drafts when circumstances encourage or require it. To improve writing through revision, students must be capable of distinguishing good changes from ones that would weaken the writing.

- D. **Technology and Collaboration:** Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback.
- E. **Quantity:** The evidence is clear that, in order to become better writers, students must devote significant time to producing writing. Students must practice writing several analytical pieces each term if they are to achieve the deep analysis and interpretation of content expected for college and careers.

Note on narrative writing:

Narrative writing is an important mode of writing; it is also a component of making an argument and writing to inform or explain. Telling an interesting story effectively or providing an accurate account of a historical incident requires the skillful use of narrative techniques. Narrative writing requires that students present vivid, relevant details to situate events in a time and place and also craft a structure that lends a larger shape and significance to those details. As an easily grasped and widely used way to share information and ideas with others, narrative writing is a principal stepping-stone to writing forms directly relevant to college and career readiness.

Core Standards for Writing

Standards for Student Performance

1. Establish and refine a topic or thesis that addresses the specific task and audience.
2. Gather the information needed to build an argument, provide an explanation, or address a research question.
3. Sustain focus on a specific topic or argument.
4. Support and illustrate arguments and explanations with relevant details, examples, and evidence.
5. Create a logical progression of ideas or events, and convey the relationships among them.
6. Choose words and phrases to express ideas precisely and concisely.
7. Use varied sentence structures to engage the reader and achieve cohesion between sentences.
8. Develop and maintain a style and tone appropriate to the task, purpose, and audience.
9. Demonstrate command of the conventions of standard written English, including grammar, usage, and mechanics.
10. Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism.
11. Assess the quality of one's own writing, and, when necessary, strengthen it through revision.
12. Use technology as a tool to produce, edit, and distribute writing.

When **writing to inform or explain**, students must also do the following:

13. Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information.
14. Convey complex information clearly and coherently to the audience through purposeful selection and organization of content.
15. Demonstrate understanding of content by reporting facts accurately and anticipating reader misconceptions.

When **writing arguments**, students must also do the following:

16. Establish a substantive claim, distinguishing it from alternate or opposing claims.
17. Link claims and evidence with clear reasons, and ensure that the evidence is relevant and sufficient to support the claims.
18. Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate.

Note: "The conventions of standard written English" encompass a range of commonly accepted language practices designed to make writing clear and widely understood. When formal writing contains errors in grammar, usage, and mechanics, its meaning is obscured, its message is too easily dismissed, and its author is often judged negatively. Proper sentence structure, correct verb formation, careful use of verb tense, clear subject-verb and pronoun-antecedent agreement, conventional usage, and appropriate punctuation are of particular importance to formal writing.

Core Standards for Speaking and Listening

Standards for the Range and Content of Student Speaking and Listening

- A. **Group and One-to-One Situations:** Students are expected to be able to speak and listen effectively in both groups and one-to-one. Success in credit-bearing college coursework, whether in the humanities, mathematics, or the sciences, depends heavily on being able to take in and respond to the concepts and information conveyed in lectures and class discussions. Success in the workplace is similarly dependent on listening attentively to colleagues and customers and expressing ideas clearly and persuasively.

These speaking and listening skills may need to be applied differently in different settings. The immediate communication between two people might be replaced by formal turn taking in large-group discussions. When working in classroom or workplace teams, students should be able to ask questions that initiate thoughtful discussions, gain the floor in respectful ways, and build on the contributions of others to complete tasks or reach consensus.

- B. **Varied Disciplinary Content:** Students must adapt their speaking and listening to a range of disciplines to communicate effectively. Each academic discipline and industry has its own vocabulary and conventions; for instance, evidence is handled and discussed differently in literary analysis than in history or medicine or the sciences. College- and career-ready students must develop a foundation of disciplinary knowledge and conventions in order not only to comprehend the complexity of information and ideas but also to present and explain them.
- C. **Multimedia Comprehension:** New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and also must integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audience. Multimedia accelerates the speed at which connections between reading, writing, speaking, and listening can be made, requiring students to be ready to use these skills nearly simultaneously.

Core Standards for Speaking and Listening

Standards for Student Performance

1. Select and use a format, organization, and style appropriate to the topic, purpose, and audience.
2. Present information, findings, and supporting evidence clearly and concisely.
3. Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding.
4. Demonstrate command of formal Standard English when appropriate to task and audience.
5. Listen to complex information, and discern the main ideas, the significant details, and the relationships among them.
6. Follow the progression of the speaker's message, and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric.
7. Ask relevant questions to clarify points and challenge ideas.
8. Respond constructively to advance a discussion and build on the input of others.

Note: "Style appropriate to the topic, purpose, and audience" includes word choice specific to the demands of the discipline as well as delivery techniques such as gestures and eye contact that contribute to effective message delivery.

"Evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric" includes distinguishing facts from opinions and determining whether the speaker is biased and evidence has been distorted.

Application of the Core: Research

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as research. This section shows how standards in the core incorporate the skills of research.

To be college and career ready, students must engage in research and present their findings in writing and orally, in print and online. The ability to conduct research independently and effectively plays a fundamental role in gaining knowledge and insight in college and the workplace.

Research as described here is not limited to the formal, extended research paper nor simply to gathering information from books; rather, research encompasses a flexible yet systematic approach to resolving questions and investigating issues through the careful collection, analysis, synthesis, and presentation of information from a wide range of print and digital sources, such as historical archives and online interviews. With well-developed research skills, students have the tools to engage in sustained inquiry as well as the sort of short, focused research projects that typify many assignments in college and the workplace.

Research in the digital age offers new possibilities as well as new or heightened challenges. While the Internet provides ready access to unprecedented amounts of primary and secondary source material (such as oral histories, historical documents, maps, and scientific reports), students sorting through this wealth of data must be skilled at and vigilant in determining the origin and credibility of these sources.

The following Core Standards pertain to elements of the research process and particular research skills required for college and career readiness:

Formulate research questions:

- ❖ Establish and refine a topic or thesis that addresses the specific task and audience. (W-1)
- ❖ Establish a substantive claim, distinguishing it from alternate or opposing claims. (W-16)

Gather and evaluate relevant information from a range of sources:

- ❖ Gather the information needed to build an argument, provide an explanation or address a research question. (W-2)
- ❖ Extract key information efficiently in print and online using text features and search techniques. (R-12)
- ❖ Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- ❖ Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- ❖ Follow the progression of the speaker's message and evaluate the speaker's point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Analyze research sources:

- ❖ Delineate the main ideas or themes in the text and the details that elaborate and support them. (R-4)
- ❖ Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)
- ❖ Discern the most important ideas, events, or information and summarize them accurately and concisely. (R-3)
- ❖ Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- ❖ Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- ❖ Analyze how two or more texts with different styles, points of view, or arguments address similar topics or themes. (R-15)
- ❖ Acknowledge competing arguments or information, defending or qualifying the initial claim as appropriate. (W-18)

Report findings:

- ❖ Link claims and evidence with clear reasons and ensure that the evidence is relevant and sufficient to support the claims. (W-17)
- ❖ Convey complex information clearly and coherently to the audience through purposeful selection and organization of the content. (W-14)
- ❖ Demonstrate understanding of the content by reporting the facts accurately and anticipating reader misconceptions. (W-15)
- ❖ Present information, findings, and supporting evidence, clearly and concisely. (S&L-2)
- ❖ Support and illustrate arguments and explanations with relevant details, examples, and evidence. (W-4)
- ❖ Represent and cite accurately the data, conclusions, and opinions of others, effectively incorporating them into one's own work while avoiding plagiarism. (W-10)

Application of the Core: Media

The Core Standards for Reading, Writing, and Speaking and Listening have been designed to include the essential skills and knowledge that students need to apply to college and career tasks such as media analysis and creation. This section shows how standards in the core apply to media.

Rapidly evolving technologies are powerful tools—but only for those who have the skills to put them to work. As the capability of the technology grows, students’ command of these skills must only increase.

At the core of media mastery are the same fundamental capacities as are required offline in traditional print forms: an ability to access, understand, and evaluate complex materials and messages and to produce clear, effective communications. Media mastery does, however, call upon students to apply these core skills in new ways and contexts. Media enable students to communicate quickly with a large, often unknown, and broadly diverse audience. Whereas in the past, students may have had days or weeks to digest new information and formulate a response, the online environment pushes students to exercise judgment and present their responses in a matter of minutes.

Speed is not the only new factor. In the electronic world, reading, writing, speaking, and listening are uniquely intertwined. Multimedia forms force students to engage with constantly changing combinations of elements, such as graphics, images, hyperlinks, and embedded video and audio. The technology itself is changing quickly, creating new urgency for adaptation and flexibility on the part of students.

The following Core Standards describe the particular reading, writing, speaking, and listening skills that students will need in order to use media effectively in college and careers:

Standards for Range and Content drawn from each strand

Multimedia Sources: Students must be able to integrate what they learn from reading text with what they learn from audio, video, and other digital media. Many of the same critical issues that students face when reading traditional printed texts will arise as they seek to comprehend multimedia, such as determining where the author has chosen to focus, evaluating evidence, and comparing different accounts of similar subjects. [R-D]

Technology and Collaboration: Technology offers students powerful tools for producing, editing, and distributing writing as well as for collaboration. Especially in the workplace, writers often use technology to produce documents and to provide feedback. [W-D]

Multimedia Comprehension: New technologies expand the role that speaking and listening skills will play in acquiring and sharing knowledge. Students will need to view and listen to diverse media to gain knowledge and integrate this information with what they learn through reading text online as well as in print. When speaking, students can draw on media to illustrate their points, make data and evidence vivid, and engage their audiences. Multimedia accelerates the speed at which connections between reading, writing, and speaking and listening can be made, requiring students to be ready to use these skills nearly simultaneously. [S&L-C]

Standards for Student Performance drawn from each strand

Gather information from a wide array of electronic sources and multimedia:

- ❖ Extract key information efficiently in print and online using text features and search techniques. (R-12)
- ❖ Synthesize data, diagrams, maps, and other visual elements with words in the text to further comprehension. (R-11)
- ❖ Listen to complex information and discern the main ideas, the significant details, and the relationships among them. (S&L-5)

Evaluate information from digital media:

- ❖ Ascertain the origin, credibility, and accuracy of print and online sources. (R-13)
- ❖ Evaluate the reasoning and rhetoric that support an argument or explanation, including assessing whether the evidence provided is relevant and sufficient. (R-14)
- ❖ Follow the progression of the speaker’s message and evaluate the speaker’s point of view, reasoning, and use of evidence and rhetoric. (S&L-6)

Create and distribute media communications:

- ❖ Use technology as a tool to produce, edit, and distribute writing. (W-12)
- ❖ Synthesize information from multiple relevant sources, including graphics and quantitative information when appropriate, to provide an accurate picture of that information. (W-13)
- ❖ Make strategic use of multimedia elements and visual displays of data to gain audience attention and enhance understanding. (S&L-3)

Illustrative Texts

Exemplars of Reading Text Complexity

As described in the Standards for the Range and Content of Student Reading, college- and career-ready students must be able to read texts of sufficient complexity on their own. Studies show that many students who are unable to read sufficiently challenging texts independently by the end of high school struggle with the reading demands of college; many twenty-first-century careers likewise demand that people be able to obtain, search through, and comprehend large amounts of often technical information.

To develop that ability, students should engage with high-quality texts that provide strong models of thinking and writing, that challenge them intellectually, and that introduce them to rich content, sophisticated vocabulary, and examples of exceptional craft. The reading students do should be broad and deep, allowing them to extend their knowledge of particular subjects as well as learn about the features of texts written for different disciplines, audiences, and purposes. While no sampling can do justice to the numerous ways in which different authors craft complex prose, as a collection the exemplar texts below illustrate the level of complexity that college- and career-ready students should be able to handle independently by the end of high school. Texts in translation have not been included in this draft but will be part of future drafts.

How Text Complexity was Determined

In addition to surveys of required reading in twelfth grade and the first year of college as well as consultations with experts, two leading measurement systems were used to help make the selections below. The first system—a methodology described by Jeanne Chall and her coauthors in *The Qualitative Assessment of Text Difficulty*—employs trained raters to measure the sophistication of vocabulary, density of ideas, and syntactic complexity in a text as well as the general and subject-specific knowledge and the level of reasoning required for understanding it. The second system, Coh-Metrix, incorporates into its computer-based analysis more than sixty specific indices of syntax, semantics, readability, and cohesion to assess text complexity. Central to its assessment are measures of text cohesiveness, which is the degree to which the text uses explicit markers to link ideas. By analyzing the degree to which those links are missing in a text—and therefore the degree to which a reader must make inferences to connect ideas—this measure gauges a key factor in the comprehension demand of a text.

The two methods described above have limitations. The complexity of poems (such as “O Captain! My Captain!”) cannot be assessed by Coh-Metrix because poetry adheres to different rules of construction than does prose. Similarly, while individual stories in the sample *New York Times* front pages can be measured for complexity by Coh-Metrix, the method does not capture how the electronic environment enhances or detracts from readability. However, for those exemplar texts whose complexity could be measured by both systems, comparable results were yielded by Coh-Metrix and the Chall method.

Note: The samples of complex text are supplemented by brief performance examples that further clarify the meaning of the standards. These illustrate specifically the application of the performance standards to texts of sufficient complexity, quality, and range. Relevant standards are noted in brackets following each sample performance.

Notes on Illustrative Text #1

***Pride and Prejudice* by Jane Austen**

Jane Austen's *Pride and Prejudice* is a sophisticated literary text featuring multiple plotlines, a style and word choice reflective of its time period and setting, and subtle relationships among characters; the excerpt here can only illustrate some of the complexities that readers of the full work will encounter. The novel's opening sentence—"It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife"—signals that today's readers will need to employ literary imagination and historical context to re-create for themselves a world largely in the past. The novel's style is elaborate, with many lengthy and, to the modern ear, formal-sounding sentences typical of the period during which the novel was written. While the dialogue is less formal than much of the surrounding text, words and phrases such as *let* (to mean "rent" or "lease") and *chaise and four* (referring to a type of carriage) mark the novel's setting. The excerpt suggests also the kind of close reading of the subtleties of character that readers must perform. The banter between Mr. and Mrs. Bennet reveals both affection and difference of opinion, and it offers clues to the mores of well-to-do English society in the early nineteenth century.

Sample performance aligned with the Core Standards

Students analyze the first impressions given of Mr. and Mrs. Bennet in the first chapter of *Pride and Prejudice* based on how the characters are described, what they say and do, and how they interact. Students compare these first impressions with their later understanding based on how the characters develop throughout the novel. [R-6]

Illustrative Text #1

from *Pride and Prejudice*

Chapter 1

It is a truth universally acknowledged, that a single man in possession of a good fortune, must be in want of a wife.

However little known the feelings or views of such a man may be on his first entering a neighbourhood, this truth is so well fixed in the minds of the surrounding families that he is considered as the rightful property of some one or other of their daughters.

"My dear Mr. Bennet," said his lady to him one day, "have you heard that Netherfield Park is let at last?"

Mr. Bennet replied that he had not.

"But it is," returned she; "for Mrs. Long has just been here, and she told me all about it."

Mr. Bennet made no answer.

"Do not you want to know who has taken it?" cried his wife impatiently.

"*You* want to tell me, and I have no objection to hearing it."

This was invitation enough.

"Why, my dear, you must know, Mrs. Long says that Netherfield is taken by a young man of large fortune from the north of England; that he came down on Monday in a chaise and four to see the place, and was so much delighted with it, that he agreed with Mr. Morris immediately; that he is to take possession before Michaelmas, and some of his servants are to be in the house by the end of next week."

"What is his name?"

"Bingley."

"Is he married or single?"

"Oh! single, my dear, to be sure! A single man of large fortune; four or five thousand a year. What a fine thing for our girls!"

"How so? how can it affect them?"

"My dear Mr. Bennet," replied his wife, "how can you be so tiresome! You must know that I am thinking of his marrying one of them."

"Is that his design in settling here?"

"Design! nonsense, how can you talk so! But it is very likely that he *may* fall in love with one of them, and therefore you must visit him as soon as he comes."

"I see no occasion for that. You and the girls may go, or you may send them by themselves, which perhaps will be still better, for as you are as handsome as any of them, Mr. Bingley might like you the best of the party."

"My dear, you flatter me. I certainly *have* had my share of beauty, but I do not pretend to be any thing extraordinary now. When a woman has five grown-up daughters she ought to give over thinking of her own beauty."

"In such cases a woman has not often much beauty to think of."

"But, my dear, you must indeed go and see Mr. Bingley when he comes into the neighbourhood."

"It is more than I engage for, I assure you."

"But consider your daughters. Only think what an establishment it would be for one of them. Sir William and Lady Lucas are determined to go, merely on that account, for in general, you know, they visit no new-comers. Indeed you must go, for it will be impossible for us to visit him if you do not."

"You are over-scrupulous surely. I dare say Mr. Bingley will be very glad to see you; and I will send a few lines by you to assure him of my hearty consent to his marrying whichever he chuses of the girls: though I must throw in a good word for my little Lizzy."

"I desire you will do no such thing. Lizzy is not a bit better than the others; and I am sure she is not half so handsome as Jane, nor half so good-humoured as Lydia. But you are always giving *her* the preference."

"They have none of them much to recommend them," replied he; "they are all silly and ignorant, like other girls; but Lizzy has something more of quickness than her sisters."

"Mr. Bennet, how can you abuse your own children in such a way! You take delight in vexing me. You have no compassion on my poor nerves."

"You mistake me, my dear. I have a high respect for your nerves. They are my old friends. I have heard you mention them with consideration these twenty years at least."

"Ah! you do not know what I suffer."

"But I hope you will get over it, and live to see many young men of four thousand a year come into the neighbourhood."

"It will be no use to us if twenty such should come, since you will not visit them."

"Depend upon it, my dear, that when there are twenty, I will visit them all."

Mr. Bennet was so odd a mixture of quick parts, sarcastic humour, reserve, and caprice, that the experience of three-and-twenty years had been insufficient to make his wife understand his character. *Her* mind was less difficult to develope. She was a woman of mean understanding, little information, and uncertain temper. When she was discontented she fancied herself nervous. The business of her life was to get her daughters married; its solace was visiting and news.

Notes on Illustrative Text #2

“O Captain! My Captain!” by Walt Whitman

Though poetry’s complexity cannot be assessed by the measures of readability used for the prose exemplars, “O Captain! My Captain!” by Walt Whitman clearly has many of the features of complex texts listed in the Standards for the Range and Content of Student Reading. Modern readers must work to understand what would have been obvious to readers in 1865: “O Captain! My Captain!” is an extended-metaphor poem intended to convey Whitman’s and the North’s grief over the assassination of Abraham Lincoln so near the conclusion of hostilities in the Civil War. Every element in the poem stands for something else, with the captain representing Lincoln, the ship representing the Union (or the “ship of state”), the voyage representing the war, and so on. Historical context, along with skill in reading literature, is thus particularly important to interpreting this text.

Sample performance aligned with the Core Standards

Students apply knowledge gained from reading the *New York Times* articles on Lincoln’s assassination to their understanding of the poem “O Captain! My Captain!” Specifically, students draw on the description of the crowd’s response to the attack on Lincoln to inform their understanding of Whitman’s poem. [R-17]

Illustrative Text #2

“O Captain! My Captain!” by Walt Whitman

O Captain! my Captain! our fearful trip is done,
The ship has weather'd every rack, the prize we sought
is won,
The port is near, the bells I hear, the people all exulting,
While follow eyes the steady keel, the vessel grim and daring,
But O heart! heart! heart!
O the bleeding drops of red,
Where on the deck my Captain lies,
Fallen cold and dead.

O Captain! my Captain! rise up and hear the bells;
Rise up—for you the flag is flung—for you the bugle trills,
For you bouquets and ribbon'd wreaths—for you the shores
a-crowding,
For you they call, the swaying mass, their eager faces turning,
Here, Captain! dear father!
This arm beneath your head;
It is some dream that on the deck
You've fallen cold and dead.

My Captain does not answer, his lips are pale and still
My father does not feel my arm, he has no pulse nor will,
The ship is anchor'd safe and sound, its voyage closed
and done,
From fearful trip, the victor ship comes in with object won;
Exult, O shores, and ring O bells!
But I with mournful tread
Walk the deck my Captain lies,
Fallen cold and dead.

Notes on Illustrative Text #3

The front page of the *New York Times*, April 15, 1865

The challenge posed to a modern reader by the front page of the *New York Times* on April 15, 1865, is significant in terms of format, timeliness, and point of view. Unlike the graphically heavy front page of modern newspapers, this 1865 *New York Times* front page is mostly uninterrupted columns of text. The reader is obviously expected to proceed from top to bottom and left to right across the page, but little other guidance is provided. Because the assassination of Lincoln was still “breaking news” as this edition of the *Times* would have gone to press, some details of the event would have not yet been known; readers will have to sort out what they know about the assassination from what the people reading the paper on that Saturday morning would just have been learning. Three accounts of the events rather than one are provided here, and the sourcing and tone vary greatly. Certain details found in one place are contradicted in another: the “Detail of the Occurrence,” for example, suggests that Lincoln may not have been mortally wounded, but the main headline in the top left-hand corner of the page states “No Hopes Entertained of His Recovery.” While the first two accounts aim at a certain objectivity, the third begins with a flourish that may surprise readers more used to a restrained style of journalism: “A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford’s Theatre a half hour ago that the President had been shot.”

Sample performance aligned with the Core Standards

Students analyze how the three different accounts on the front page portray Lincoln’s assassination, including which details are similar or different. [R-15]

Illustrative Text #3: The front page of the New York Times, April 15, 1865

<http://timesmachine.nytimes.com/browser/1865/04/15/P1>

The New-York Times.

NEW-YORK, SATURDAY, APRIL 15, 1865.

VOL. XIV. NO. 4230.

PRICE FOUR CENTS.

AWFUL EVENT.

President Lincoln Shot by an Assassin.

The Deed Done at Ford's Theatre Last Night.

THE ACT OF A DESPERATE REBEL.

The President Still Alive at Last Accounts.

No Hopes Entertained of His Recovery.

Attempted Assassination of Secretary Seward.

DETAILS OF THE DREADFUL TRAGEDY.

[OFFICIAL.]

War Department, Washington, April 15-1:30 A.M.

Maj.-Gen. Dix:

This evening at about 9:30 P.M., at Ford's Theater, the President, while sitting in his private box with Mrs. Lincoln, Mrs. Harris, and Major Rathbun, was shot by an assassin, who suddenly entered the box and approached behind the President.

The assassin then leaped upon the stage, brandishing a large dagger or knife, and made his escape in the rear of the theater.

ANOTHER ACCOUNT.

Special Dispatch to the New-York Times.

Washington, Friday, April 14, 11:15 P.M.

A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theater a half hour ago that the President had been shot. It flew everywhere in five minutes, and set five thousand people in swift and excited motion on the instant.

DETAIL OF THE OCCURRENCE.

Washington, Friday, April 14-12:30 A.M.

The President was shot in a theater tonight, and is, perhaps, mortally wounded. Secretary Seward was also assassinated.

SECOND DISPATCH.

Washington, Friday, April 14. President Lincoln and wife, with other friends, this evening visited Ford's Theater for the purpose of witnessing the performance of the "American Cousin."

EUROPEAN NEWS.

TWO DAYS LATER IN THE EUROPE.

The Insult to Our Cruisers by Portugal.

The American Minister at Lisbon Demands Satisfaction.

Dismissal of the Commander of Fort Belia Requested.

Further Advances in Five-Twenties.

FINANCIAL AND COMMERCIAL.

ANOTHER ACCOUNT.

Special Dispatch to the New-York Times.

Washington, Friday, April 14, 11:15 P.M.

A stroke from Heaven laying the whole of the city in instant ruin could not have startled us as did the word that broke from Ford's Theater a half hour ago that the President had been shot. It flew everywhere in five minutes, and set five thousand people in swift and excited motion on the instant.

Notes on Illustrative Text #4

The Declaration of Independence

The Declaration of Independence represents the kind of rich primary source material students should be able to read on their own by the end of high school. Though some of the lines (“We hold these truths . . .”) are familiar to most American readers, the case against Great Britain that the Declaration lays out, expressed in elevated, sometimes archaic language (*unalienable*, *hath*, *usurpations*), requires careful examination to follow in its particulars. The beginning of the document, excerpted here, poses a reading challenge partly because of its philosophical abstractness. The first three sentences, although formally divided, are one continuous list of propositions (“truths”) about the nature of government and the rights of the people. Further complicating the reading is that there is little explicit cohesion between sentences—links supplied by words and phrases such as “for example,” “moreover,” or “in addition”—to help readers understand the relationship between the ideas being expressed.

Sample performance aligned with the Core Standards

Students compare the argument that the Declaration makes justifying revolution to Martin Luther King, Jr.’s defense of civil disobedience in *Letter from Birmingham Jail*. [R-15]

Illustrative Text #4

from The Declaration of Independence

When in the Course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. —That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed, —That whenever any Form of Government becomes destructive to these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new guards for their future security. —Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid world.

Notes on Illustrative Text #5

***Letter from Birmingham Jail* by Martin Luther King, Jr.**

Martin Luther King, Jr.'s, *Letter from Birmingham Jail* presents many challenges to the reader in terms of its format, purpose, tone, use of allusions, and language. Apart from letters to the editor (most of which are relatively short), public letters such as King's are uncommon today. The purpose of the text may also be confusing: King is ostensibly addressing his "Fellow Clergymen," but skilled readers will reasonably infer that King's message is intended for a broader audience. Though the tone of the text is measured, King's passion for his cause comes through. The author frequently points outside the *Letter* itself through allusions to other texts, including the Hebrew and Christian scriptures. Moreover, King uses sophisticated vocabulary (*cognizant*, *mutuality*, *provincial*, *gainsaying*) and figurative language (*garment of destiny*) throughout his text. However, the piece is both coherent in that its sequence is signaled ("While confined here . . . But more basically . . . Moreover, I am cognizant . . .") and cohesive in that its clauses and sentences are logically linked for the reader ("Just as the prophets . . . and just as the Apostle Paul . . . so am I compelled . . .").

Sample performance aligned with the Core Standards

Students evaluate the reasoning and rhetoric of the three very different arguments King makes to defend his being in Birmingham. Students assess the different kinds of evidence he uses to support each argument. [R-14]

Illustrative Text #5

from *Letter from Birmingham Jail**

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My Dear Fellow Clergymen:

While confined here in the Birmingham city jail, I came across your recent statement calling my present activities "unwise and untimely." Seldom do I pause to answer criticism of my work and ideas. If I sought to answer all the criticisms that cross my desk, my secretaries would have little time for anything other than such correspondence in the course of the day, and I would have no time for constructive work. But since I feel that you are men of genuine good will and that your criticisms are sincerely set forth, I want to try to answer your statements in what I hope will be patient and reasonable terms.

I think I should indicate why I am here in Birmingham, since you have been influenced by the view which argues against "outsiders coming in." I have the honor of serving as president of the Southern Christian Leadership Conference, an organization operating in every southern state, with headquarters in Atlanta, Georgia. We have some eighty-five affiliated organizations across the South, and one of them is the Alabama Christian Movement for Human Rights. Frequently we share staff, educational and financial resources with our affiliates. Several months ago the affiliate here in Birmingham asked us to be on call to engage in a nonviolent direct-action program if such were deemed necessary. We readily consented, and when the hour came we lived up to our promise. So I, along with several members of my staff, am here because I was invited here I am here because I have organizational ties here.

But more basically, I am in Birmingham because injustice is here. Just as the prophets of the eighth century B.C. left their villages and carried their "thus saith the Lord" far beyond the boundaries of their home towns, and just as the Apostle Paul left his village of Tarsus and carried the gospel of Jesus Christ to the far corners of the Greco-Roman world, so am I compelled to carry the gospel of freedom beyond my own home town. Like Paul, I must constantly respond to the Macedonian call for aid.

Moreover, I am cognizant of the interrelatedness of all communities and states. I cannot sit idly by in Atlanta and not be concerned about what happens in Birmingham. Injustice anywhere is a threat to justice everywhere. We are caught in an inescapable network of mutuality, tied in a single garment of destiny. Whatever affects one directly, affects all indirectly. Never again can we afford to live with the narrow, provincial "outside agitator" idea. Anyone who lives inside the United States can never be considered an outsider anywhere within its bounds.

*As reprinted in *Why We Can't Wait* by King, Jr., M. L. (2000). New York City: Signet Classics.

Notes on Illustrative Text #6

Toni Morrison's Nobel lecture, 1993

Toni Morrison's Nobel lecture, though originally delivered orally, can be read on the page as a complex work of analysis and criticism. Its structure, syntax, imagery, language, and density of ideas contribute to the challenge of studying it in this manner. As this excerpt shows, Morrison begins with a folktale. While the "once upon a time" opening may lead readers into thinking that the lecture will primarily be in narrative form, Morrison uses the tale mainly as a springboard for an abstract, allegorical discussion of language, writing, and those who have no voice in society. Morrison often employs sophisticated sentences that require patience and concentration to follow. Readers may recognize places where Morrison varies sentence patterns to change pace and rhythm—particularly important to the oral delivery of the text. The images Morrison creates are powerful and poetic, the diction is elevated and academic, and the word choice is metaphorical and unconventional: "Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago." The richness and abstractness of the ideas in the lecture mean that rereadings may be necessary to comprehend and evaluate the ideas fully.

Sample performance aligned with the Core Standards

Students determine what Morrison means when she compares language to "a bird in the hand," including the different connotations of this phrase that she develops throughout the lecture. Students also explore what Morrison means by saying that both the bird and language can be "dead or alive." [R-7]

Illustrative Text #6

from Toni Morrison's Nobel lecture, 1993

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"Once upon a time there was an old woman. Blind but wise." Or was it an old man? A guru, perhaps. Or a griot soothing restless children. I have heard this story, or one exactly like it, in the lore of several cultures.

"Once upon a time there was an old woman. Blind. Wise."

In the version I know the woman is the daughter of slaves, black, American, and lives alone in a small house outside of town. Her reputation for wisdom is without peer and without question. Among her people she is both the law and its transgression. The honor she is paid and the awe in which she is held reach beyond her neighborhood to places far away; to the city where the intelligence of rural prophets is the source of much amusement.

One day the woman is visited by some young people who seem to be bent on disproving her clairvoyance and showing her up for the fraud they believe she is. Their plan is simple: they enter her house and ask the one question the answer to which rides solely on her difference from them, a difference they regard as a profound disability: her blindness. They stand before her, and one of them says, "Old woman, I hold in my hand a bird. Tell me whether it is living or dead."

She does not answer, and the question is repeated. "Is the bird I am holding living or dead?"

Still she doesn't answer. She is blind and cannot see her visitors, let alone what is in their hands. She does not know their color, gender or homeland. She only knows their motive.

The old woman's silence is so long, the young people have trouble holding their laughter.

Finally she speaks and her voice is soft but stern. "I don't know", she says. "I don't know whether the bird you are holding is dead or alive, but what I do know is that it is in your hands. It is in your hands."

Her answer can be taken to mean: if it is dead, you have either found it that way or you have killed it. If it is alive, you can still kill it. Whether it is to stay alive, it is your decision.

Whatever the case, it is your responsibility.

For parading their power and her helplessness, the young visitors are reprimanded, told they are responsible not only for the act of mockery but also for the small bundle of life sacrificed to achieve its aims. The blind woman shifts attention away from assertions of power to the instrument through which that power is exercised.

Speculation on what (other than its own frail body) that bird-in-the-hand might signify has always been attractive to me, but especially so now thinking, as I have been, about the work I do that has brought me to this company. So I choose to read the bird as language and the woman as a practiced writer. She is worried about how the language she dreams in, given to her at birth, is handled, put into service, even withheld from her for certain nefarious purposes. Being a writer she thinks of language partly as a system, partly as a living thing over which one has control, but mostly as agency—as an act with consequences. So the question the children put to her: "Is it living or dead?" is not unreal because she thinks of language as susceptible to death, erasure; certainly imperiled and salvageable only by an effort of the will. She believes that if the bird in the hands of her visitors is dead the custodians are responsible for the corpse. For her a dead language is not only one no longer spoken or written, it is unyielding language content to admire its own paralysis. Like statist language, censored and censoring. Ruthless in its policing duties, it has no desire or purpose other than maintaining the free range of its own narcotic narcissism, its own exclusivity and dominance. However moribund, it is not without effect for it actively thwarts the intellect, stalls conscience, suppresses human potential. Unreceptive to interrogation, it cannot form or tolerate new ideas, shape other thoughts, tell another story, fill baffling silences. Official language smitheryed to sanction ignorance and preserve privilege is a suit of armor polished to shocking glitter, a husk from which the knight departed long ago. Yet there it is: dumb, predatory, sentimental. Exciting reverence in schoolchildren, providing shelter for despots, summoning false memories of stability, harmony among the public.

Notes on Illustrative Text #7

***Inquiry into Life*, 12th edition, by Sylvia S. Mader**

These excerpts, and the prominent college-level biology textbook from which they are drawn, represent some of the challenges presented by complex writing in natural science, including discipline-specific terms (*covalent bond*, *plasma membrane*, *neurotransmitter*), everyday language used in specialized ways (*shell*, *channel*), abbreviations (H^+ , *AChE*), and chains of cause-effect relationships that together describe sometimes elaborate processes. Although the figures the author, Sylvia S. Mader, refers to in the text are not included with these excerpts, students reading the larger work will have to integrate words, illustrations, and diagrams to make full sense of the ideas and concepts she describes. For these reasons and others, comprehension may be difficult for readers who have not had experience independently reading similar kinds of text and who lack a knowledge base in the subject. The author does employ a number of cohesive features to help readers understand the terminology and to link ideas. She repeats content words to let readers follow the flow of ideas; she sets up contrastive situations to illustrate the ideas (within, for example, the first and the third paragraphs below); and she uses transitional links (“In some synapses . . . In other synapses . . .”) to help readers construct meaning.

Sample performance aligned with the Core Standards

Students discern the most important information in the description of covalent bonding and provide an accurate summary of the concept. [R-3]

Illustrative Text #7

from *Inquiry into Life*, 12th edition

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A **covalent bond** results when two atoms share electrons in such a way that each atom has an octet of electrons in the outer shell. In a hydrogen atom, the outer shell is complete when it contains two electrons. If hydrogen is in the presence of a strong electron acceptor, it gives up its electron to become a hydrogen ion (H^+). But if this is not possible, hydrogen can share with another atom and thereby have a completed outer shell. For example, one hydrogen atom will share with another hydrogen atom. Their two orbitals overlap, and the electrons are shared between them. Because they share the electron pair, each atom has a completed outer shell.

* * * * *

The passage of salt ($NaCl$) across a plasma membrane is of primary importance to most cells. The chloride ion (Cl^-) usually crosses the plasma membrane because it is attracted by positively charged sodium ions (Na^+). First sodium ions are pumped across a membrane, and then chloride ions simply diffuse through channels that allow their passage.

As noted in Figure 4.2a, the genetic disorder cystic fibrosis results from a faulty chloride channel. Ordinarily, after chloride ions have passed through the membrane, sodium ions (Na^+) and water follow. In cystic fibrosis, Cl^- transport is reduced, and so is the flow of Na^+ and water.

* * * * *

Once a neurotransmitter has been released into a synaptic cleft and has initiated a response, it is removed from the cleft. In some synapses, the postsynaptic membrane contains enzymes that rapidly inactivate the neurotransmitter. For example, the enzyme **acetylcholinesterase (AChE)** breaks down acetylcholine. In other synapses, the presynaptic membrane rapidly reabsorbs the neurotransmitter, possibly for repackaging in synaptic vesicles or for molecular breakdown. The short existence of neurotransmitters at a synapse prevents continuous stimulation (or inhibition) of postsynaptic membranes.

Notes on Illustrative Text #8

Sample business memo (ACT WorkKeys Reading for Information Test)

Though not a typical kind of reading in high school classrooms, the business communication, such as the one sampled here, is a form that career-ready students will need to be able to comprehend independently. This text, taken from ACT's WorkKeys Reading for Information Test, is challenging in large part because, like many such communications, it contains important, detailed information intended for a specialized audience. Structurally, the text offers little guidance on how it should be read. Potentially vital details appear throughout and are mingled with other details irrelevant to some readers (e.g., those without children). Even the paragraphing is somewhat inconsistent, especially between the first and second paragraphs. While the sentences are not particularly long and the language is not overly technical, the density of information and its lack of prioritization make this a complex text.

Sample performance aligned with the Core Standards

Students infer from the memo the conditions under which children who are under nineteen are not covered by the health plan. [R-1]

Illustrative Text #8

Sample business memo

WorkKeys Reading for Information Test has been reproduced with permission of ACT, Inc.

DETERMINING ELIGIBILITY FOR MEDICAL COVERAGE

All full-time employees of the company who work an average of at least 30 hours per week are eligible under this plan. Coverage begins on the first day of the month following the 30 days of active full-time employment. If employees enroll within 31 days of the date they are eligible, medical evidence of good health is not required. Temporary and part-time employees are not eligible. Employees are no longer eligible under this plan one month after the date they begin active duty in the armed forces of any country and continuing for the duration of their service.

If employees enroll their dependents within 31 days of the date they become eligible, medical evidence of good health is not required. If they do not, they will be required to submit evidence of good health for each dependent, at their expense, which is satisfactory to the company.

The following dependents are eligible under this plan: employees' spouses, employees' unmarried children under age 19, employees' unmarried dependent children under age 23 who are attending trade school, college, or university on a full-time basis, or employees' unmarried disabled children age 19 and over. Coverage ceases when spouses or children cease to be dependent upon employees for support. In the case of employees' spouses this is if they are legally separated or divorced. In the case of disabled children, this is when they are no longer disabled. Coverage will cease when dependents have served in the armed forces of any country for more than one month, or when maximum benefits have been paid.

Notes on Illustrative Text #9

FedViews, July 9, 2009, by Mary C. Daly (The Federal Reserve Bank of San Francisco's Web site)

This text illustrates some of the difficulties posed by integrating information gained from words and graphics. This sort of challenge is common in writing designed to inform or explain, including writing in the workplace. The bullet point format used here means that the kind of explicit transitions between ideas typically found in prose are missing; readers will have to infer relationships between the points made by the author, Mary C. Daly, and synthesize the information into a coherent whole. Readers will furthermore have to analyze both the words and the graphics, integrate the information, and check to see whether each source of information supports the other. Daly also uses a great deal of specialized language; the terms *feedback loop*, *credit availability*, and *barriers to credit* all appear in just the first bullet point here.

Sample performance aligned with the Core Standards

Students synthesize information drawn from the text as well as the graphs in order to gain an overarching view of the economy on July 9, 2009. [R-11]

Illustrative Text #9

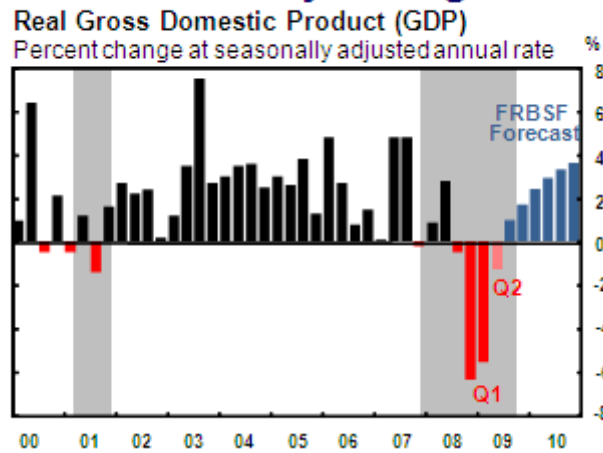
from FedViews, July 9, 2009

Reprinted from the Federal Reserve Bank of San Francisco's FedViews of July 9, 2009. The opinions expressed in this article do not necessarily reflect the views of the management of the Federal Reserve Bank of San Francisco, or of the Board of Governors of the Federal Reserve System.

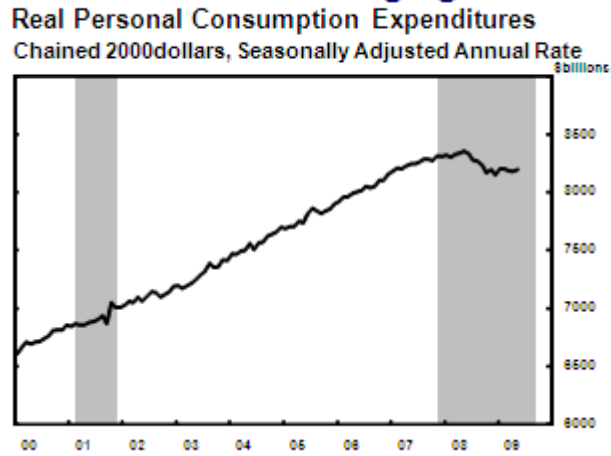
Mary C. Daly, vice president and director of the Center for the Study of Innovation and Productivity at the Federal Reserve Bank of San Francisco, states her views on the current economy and the outlook.

- Financial markets are improving, and the crisis mode that has characterized the past year is subsiding. The adverse feedback loop, in which losses by banks and other lenders lead to tighter credit availability, which then leads to lower spending by households and businesses, has begun to slow. As such, investors' appetite for risk is returning, and some of the barriers to credit that have been constraining businesses and households are diminishing.
- Income from the federal fiscal stimulus, as well as some improvement in confidence, has helped stabilize consumer spending. Since consumer spending accounts for two-thirds of all economic activity, this is a key factor affecting our forecast of growth in the third quarter.
- The gradual nature of the recovery will put additional pressure on state and local budgets. Following a difficult 2009, especially in the West, most states began the 2010 fiscal year on July 1 with even larger budget gaps to solve.
- Still, many remain worried that large fiscal deficits will eventually be inflationary. However, a look at the empirical link between fiscal deficits and inflation in the United States shows no correlation between the two. Indeed, during the 1980s, when the United States was running large deficits, inflation was coming down.

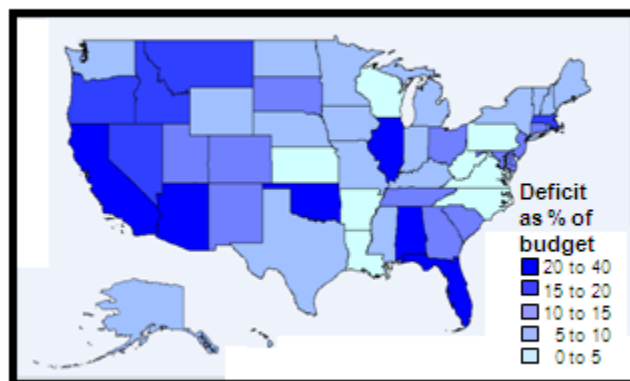
Modest recovery to begin in Q3



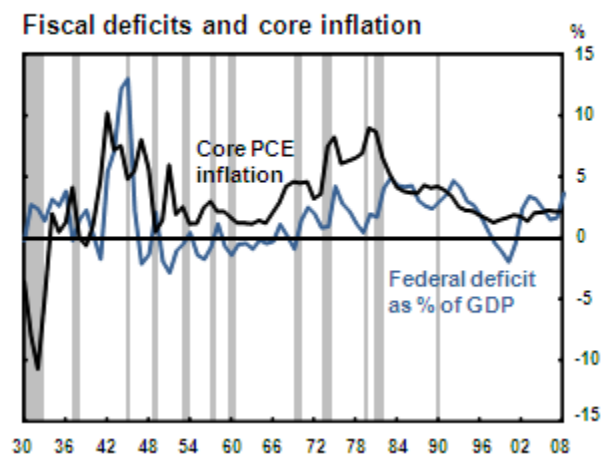
Consumers hanging on



State budget gaps pervasive in 2009



No link between deficits and inflation



Notes on Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009,

9:03 a.m. ET

The challenge offered by this online text and others like it is very different from that offered by a complex continuous text in, say, the sciences. The brief passages are not conceptually difficult, the language is not technical or esoteric, and the sentences are not particularly complex. But these characteristics belie the complexity of the reading task. An online text of this kind requires readers to apply their print-reading skills in tandem with their knowledge of how to use online periodicals. The editors and designers have assigned levels of importance to individual stories and images, as measured by their size and position in the layout. The page itself uses words, numbers, icons, and other visual elements (e.g., line, color, and shape) to guide readers further. Headings in various colors direct readers to particular sections (OPINION, MARKETS, HEALTH), while links direct readers to particular stories (“Taliban Talks Are Key Issue in Afghan Vote”). Time markers (“3 minutes ago”) help readers assess how new the information in a given story is. The text requires readers to make choices about which links to follow based on their understanding of how online text is typically structured and on a minimum of additional information (e.g., an icon of a camera, a drop-down menu in an ad).

Sample performance aligned with the Core Standards

Students select an article and use search terms and other features of the online text to research a specific aspect of the subject in more depth. [R-12]

Illustrative Text #10

The front page of the *New York Times*, Web version, August 18, 2009, 9:03 a.m. ET

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The New York Times

Tuesday, August 18, 2009 Last Update: 9:03 AM ET

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[Sunday Magazine](#)
[T Magazine](#)
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Mental Stress Training Is Planned for U.S. Soldiers
By BENEDICT CAREY
A new Army program teaching mental resilience techniques is intended to prevent problems like post-traumatic stress disorder and depression.
• [At War Blog: Notes From the Front Lines](#)
• [Post a Comment](#) | [Read \(52\)](#)

Alternate Plan as Health Option Muddies Debate
By ROBERT FEAR and GARDNER HARRIS
The option of a co-op instead of a government health plan is so ill defined that no one knows exactly what it would look like or how effectively it would compete with commercial insurers.
• [Prescriptions Blog: Republicans Strike Back at Drug Makers](#)

Inflation at a Low; New Home Construction Dips
By THE ASSOCIATED PRESS
11 minutes ago
Wholesale prices dropped sharply in July, and new home construction fell slightly, according to government reports.

Kim Dae-jung, 83, Ex-President of South Korea, Dies
By CHOE SAN-HUN
2 minutes ago



Tyler Hicks/The New York Times

Taliban Talks Are Key Issue in Afghan Vote
By CARLOTTA GALL
Above, supporters of Abdullah Abdullah, a candidate for the Afghan presidency. Whether and how to negotiate peace with the Taliban has become a top issue in the race.
• [At War: Who Are the Taliban?](#) • [Post a Comment](#) | [Read \(36\)](#)
• [Afghanistan HR by Attacks Ahead of Election 5:40 AM ET](#)

Some N.Y. Lawmakers Take Pensions on Top of Pay
By DANNY RABIN
Some New York legislators "retire" one day and come back to work the next, a practice known as "double dipping."
One Person's Boondoggle, Another's Necessity
By MICHAEL COOPER
Some criticized stimulus projects are popular locally and underscore that boondoggle is in the eye of the beholder.
• [Post a Comment](#) | [Read \(22\)](#)

Astor Trial Plods On, Trying the Patience of Many
By A. O. SULZBERGER and JOHN ELISON
The trial of Brooke Astor's son and one of her lawyers for fraud has lasted longer than anyone could have expected.

MORE NEWS
[Obama Thought Dead at Qaeda Blast](#)

OPINION
• **OP-ED: Afghanistan Votes**
Four Afghans report voters' moods in their communities.
• [Op-Art: Sartorial Stamping](#)

SCIENCE TIMES
• **Tests Begin on Drugs That May Slow Aging**
The drugs' development represents a new optimism that aging is not immutable.
• [Post a Comment](#)

HEALTH
• **A Transplant Race**
Stretching the limits to save a teenager with a deadly and rare disease.

MARKETS
A 9:31 AM ET

Britain	Germany	France
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4,658.29	5,269.60	3,474.69
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+0.28%	+0.14%	+0.15%

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Sample of Works Consulted

I. College Readiness

- School Core Curriculum.* Iowa City, IA: ACT. ([PDF](#))
- A. Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts.* Washington, DC: Achieve, Inc. ([PDF](#))
 - B. Achieve, Inc. (2008) *Out of Many, One: Towards Rigorous Common Core Standards from the Ground Up.* Washington, DC: Achieve, Inc. ([PDF](#))
 - C. ACT. (2009). *ACT College Ready English Standards.* Iowa City, IA: ACT. ([PDF](#))
 - D. ACT. (2006). *ACT National Curriculum Survey 2005-2006.* Iowa City, IA: ACT. ([PDF](#))
 - E. ACT. (2007). *Aligning Postsecondary Expectations and High School Practice: The Gap Defined (Policy Implications of the ACT National Curriculum Survey Results 2005-2006).* Iowa City, IA: ACT. ([PDF](#))
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 - K. College Board (2009) *AP World History Course Description,* New York, NY: College Board. ([PDF](#))
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 - M. Conley, D.T. (2003) *Understanding University Success: A Report from Standards for Success.* Eugene, OR: Center for Educational Policy Research.
 - N. Intersegmental Committee of the Academic Senates (ICAS). (2002) *Academic Literacy: A Statement of Competencies Expected of Students Entering California's Public Colleges and Universities.* ([PDF](#))
 - O. Marzano, R.J. and Kendall, J.S. (2007). *The New Taxonomy of Educational Objectives.* Second Edition. Thousand Oaks, CA: Corwin Press.

- P. Morreale, S. & Pearson, J. (2008) "Why communication education is important: The centrality of the discipline in the 21st century." *Communication Education*, 57(2), 224-240.
- Q. Milewski, G.B., Johnsen, D., Glazer, N., & Kubota, M. (2005). *A Survey to Evaluate the Alignment of the New SAT® Writing and Critical Reading Sections to Curricula and Instructional Practices*. New York, NY: College Entrance Examination Board. ([PDF](#))
- R. *Virginia Postsecondary Outreach Campaign and Data Collection, Essential English Skills Analysis*. (Achieve).
- E. Casner-Lotto, J., Rosenblum, E., and Wright, M., (2009). [*The Ill-Prepared Workforce: Exploring the Challenges of Employer-Provided Workforce Readiness Training*](#). The Conference Board.
- F. Florida American Diploma Project Survey Results. (Achieve).
- G. Hawai'i Career Ready Study. (2007). Commissioned by the Hawai'i P-20 Initiative. ([PDF](#))
- H. *Missouri Career Prep Certificate Program Planning Guide*, Missouri Department of Elementary and Secondary Education. ([PDF](#))

II. Career Readiness

- A. Achieve, Inc. (2004). *The American Diploma Project, Ready or Not: Creating a High School Diploma that Counts*. Washington, DC: Achieve, Inc. ([PDF](#))
- B. ACT. (2007). *Aligning Postsecondary Expectations and High School Practice: The Gap Defined (Policy Implications of the ACT National Curriculum Survey Results 2005-2006)*. Iowa City, IA: ACT. ([PDF](#))
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- I. Morreale, S. & Pearson, J. (2008) "Why communication education is important: The centrality of the discipline in the 21st century." *Communication Education*, 57(2), 224-240.
- J. National Alliance of Business. (2002). *The American Diploma Project Workplace Study*. Washington, DC.
- K. Partnership for 21st Century Skills. (2009). [*Framework for 21st Century Learning*](#). Tucson, AZ.
- L. Qualifications and Curriculum Authority. (2007). *Functional Skills and Standards*. ([PDF](#))
- M. The Conference Board. (2008). [*New Graduates' Workforce*](#)

[Readiness.](#)

III. International Documents

- A. **Alberta, Canada:** *English Language Arts Curriculum Outcomes*, 2003. ([PDF](#))
- B. **British Columbia, Canada:** *English Language Arts Integrated Resource Package, Prescribed Learning Outcomes*, 2007. ([PDF](#))
- C. **British Columbia:** English Literature 12, Integrated Resource Package, 2003. ([PDF](#))
- D. **England:** *English Programme of Study for Key stage 4*, 2007. ([PDF](#))
- E. **Finland:** *National Core Curriculum for Upper Secondary Schools for Mother Tongue and Literature, Finnish as the mother tongue*, 2003. ([PDF](#))
- F. **Hong Kong:** *English Language Curriculum and Assessment Guide*, 2007. ([PDF](#))
- G. **Hong Kong:** Hong Kong Examinations and Assessment Authority, 2007 HKCEE English Language, Recommended Texts for the School-Based Assessment Component. ([PDF](#))
- H. **Ireland:** *Leaving Certificate/English Syllabus for Higher Level and Ordinary Level*. ([PDF](#))
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- J. **New South Wales:** *English Stage 6 Syllabus*, 1999. ([PDF](#))
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- L. **Ontario, Canada:** *The Ontario Curriculum, English*, 2007. ([PDF](#))
- M. **Singapore:** *English Language Syllabus 2001*. ([PDF](#))
- N. **Singapore:** O-Level Literature in English (Syllabus 2015), Prescribed Texts for 2009. ([PDF](#))
- O. **Victoria, Australia:** *Victorian Certificate of Education Study Design: English/English as a Second Language*, 2006. ([PDF](#))
- P. **Victoria, Australia:** VCE English/ESL Text List 2008-2009, VCE Literature Text List 2008. ([PDF](#))
- Q. Achieve, Inc., National Governors Association, Council of Chief State School Officers. (2008). *Benchmarking for Success: Ensuring U.S. Students receive a World Class Education*. Washington, DC. ([PDF](#))
- R. Education Commission of the States. (2008). *From Competing to Leading: An International Benchmarking Blueprint*. Denver, CO. ([PDF](#))

- S. Education Commission of the States. (2009). *International Benchmarking Toolkit*. Denver, CO. ([PDF](#))
- T. Organization for Economic Cooperation and Development. (2003). *The PISA 2003 Assessment Framework: Mathematics, Reading, Science and Problem Solving Knowledge and Skills*. Paris, France. ([PDF](#))
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IV. State and Other Standards Documents

- A. **California:** *English-Language Arts Content Standards for California Public Schools*. California Department of Education (1997). ([PDF](#))
- B. **Florida:** *2006 Sunshine State Standards K-12 Reading and Language Arts*. Florida Department of Education (2006). ([PDF](#))
- C. **Georgia:** [Georgia ELA Standards \(K-12\)](#).
- D. **Indiana:** Reading List, Grades 9-12. ([PDF](#))
- E. **Massachusetts:** *English Language Arts Curriculum Framework*. Massachusetts Department of

Education (June 2001). ([PDF](#))

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- G. **Texas:** *Texas College Readiness Standards*, (2008). ([PDF](#))
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- I. U.S. Dept. of Education. (2009). *Reading Framework for the National Assessment of Educational Progress 2009*. Washington, DC: National Assessment Governing Board. ([PDF](#))
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- A. Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York, NY: Carnegie Corporation of New York. ([PDF](#))
- B. Fang, Z., & Schleppegrell, M. J. (2008). *Reading in secondary content areas*. Ann Arbor: University of Michigan Press.

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